**Comprehensive Planning**

**Action Plans**

**(Needing Improvement)**

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**Action Plan (1)**

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| **Goal** | | | |
| Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. (4) | | | |
| **Indicators of Effectiveness** | | | |
| Data Source  Include dates of implementation | | | Specific targets that will indicate the action plan is having a positive impact on student achievement or performance. |
| PVAAS data | | | Students will show growth |
| **Strategies** | | | |
| **Strategy 1:** | **Academic at Risk Students** | | |
| After each quarter of school the Leadership Team will review all grades for students in grades K-8.  Students who have failed (E) a subject or in danger (D)  will be placed on the Academic Support List (ASL)  Conversations will be scheduled with the teachers who are failing these students by a member of the Leadership Team to gather additional information on why the students is experiencing difficulty. After one week the Leadership Team will meet again and based upon the current grades and the input by classroom teachers, students will be selected to be placed on the Academic Support List for at Risk Students. A letter will be sent to the parents letting them know that their child is being placed on the ASL and what additional support will be available to the student. An invitation to the parents and student to meet with the Leadership Team will be included along with various support resources offered, which include: After School Academic Support Program, Peer Tutoring, Saturday Academic Support Program, Daily Progress Reports - sent home, An assigned Teacher Mentor, and SAP (Student Assistance Program). All students placed on ASL will be reviewed at the beginning of each quarter to assess progress and determine if additional or other support is needed. | | |
| SAS Alignment: Safe and Supportive Schools | | |

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| **Action Steps** | | | | | | |
| **Action Step 1:** | | Title | Academic at Risk Student | | | |
| **(FUTURE ENHANCEMENT)** Description | | | Minutes from the Leadership Team will be visible and the agenda will include the criteria and procedures for creating the ASL and implementing the support. The ASL (Academic Support List) will be visible and obtainable to all staff members. All parents of At -Risk Students will receive a letter stating that their child is on the ASL and what support is being offered. A monthly report will be generated for how each student on the ASL is being supported and their progress. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | Students will show improvement | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | Principal W. Marsalis | | |
| Implementation Start Date: | | | 9/1/2012 | Target Completion Date: | | 6/7/2013 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | | |
| Program Area(s) Addressed: | | | *Student Services* | | | |
| This is not a Professional Development Action Step | | | | | | |
| With which strategy is this Action Step Aligned? | | | | | 1 | |

**Action Plan (2)**

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| **Goal** |
| Establish a system within the school that fully ensures school staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices. (3) |

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| **Indicators of Effectiveness** | |
| Data Source  Include dates of implementation | Specific targets that will indicate the action plan is having a positive impact on student achievement or performance. |
| MAP testing | All students will exceed predicted growth estimates |

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| **Strategies** | |
| **Strategy 1:** | **Common Assessment within Grade/Subject (PDE Recognized)** |
| WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: <http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf> ) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf> and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) |
| SAS Alignment: Assessment, Instruction |

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| **Action Steps** | | | | | | |
| **Action Step 1:** | | Title | Written, Taught, & Tested: Ensuring Alignment to the Creation of Common Assessments and Using Student Results to Inform Instructional Practice | | | |
| **(FUTURE ENHANCEMENT)** Description | | | Develop a Professional Education Program that teaches HMS staff how to align curriculum, instruction and assessment; prepare a training calendar that includes all sessions related to this PE program and then implement the program; all teachers will apply the principles and practices taught by the program to design, administer and score common assessments with the student results used collaboratively by teachers to improve instructional practices. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | Every staff member completes the program | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | Principal W. Marsalis | | |
| Implementation Start Date: | | | 7/1/2012 | Target Completion Date: | | 6/15/2013 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | | |
| Program Area(s) Addressed: | | | *Professional Education* | | | |
| This is a Professional Development Action Step but details will not be provided | | | | | | |
| With which strategy is this Action Step Aligned? | | | | | 1 | |